DOCUMENT RESUME

ED 361 975 EC 302 446

TITLE	Special Education in Malta: National Policy = L-Edukazzjoni Specjali f' Malta: Policy Nazzjonali.
INSTITUTION	Malta National Commission Persons with Disabilities, Santa Venera.
PUB DATE	[93]
NOTE	27p.
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110) -- Multilingual/Bilingual Materials (171)
LANGUAGE	English; Maltese
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Consultation Programs; *Disabilities; Educational Opportunities; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Parent Rights; Public Policy; *Special Education; Special Schools; Student Rights
IDENTIFIERS	*Malta

ABSTRACT

This flip publication, with the text appearing in both English and Maltese, outlines the right of every citizen of the Republic of Malta to receive education and instruction, the parents' right to choose special education for their child, and the State's duty to provide special schools for students needing them. The Special Education Unit of the Maltese Education Department provides the following services: counseling; home services; special schools for students with mild learning disability, severe learning disability, physical disabilities, hearing impairments, emotional disability, visual impairments, and both visual and hearing impairments; and support services in regular schools including peripatetic teachers, kindergarten assistants, and remedial services. Proposals for education and training related to equalization of opportunities for disabled persons are presented. Educational policies are noted, in the following areas: the right to an education in the least restrictive environment, assessment by a multidisciplinary team including the parents, a range of available services, teacher training, resource centers, parent involvement, vocational and adult education opportunities, physical accessibility of educational facilities, and funding. A series of eight graphs presents statistical data related to special education. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 361 975

Special Education in Malta

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Fred Cagnina

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

National Policy

Kummissjoni Nazzjonali Handikappati

2

EC 302446

BEST COPY AVAILABLE

THE EDUCATION OF PERSONS WITH A DISABILITY

A. PRESENT SITUATION

1. It is the right of every citizen of the Republic of Malta to receive education and instruction without any distinction of age, sex, belief or economic means as enacted by the Education Law (Act XXIV of 1988).

2. Parents have a right to choose the type of education to be given to their minors or their children who are unable to decide on their own behalf.

3. It is the duty of the State to ensure the existence of a system of schools and institutions accessible to all Maltese citizens catering for the full development of the whole personality including the ability of every person to work.

4. The choice for special education needed by any person is solely the parents', but the State has a duty to provide special schools to cater for their development.

5. The Education Department has established a Special Education Unit which at present provides the following services:

5.1. Counselling service regarding special provisions for children with disabilities;

5.2. Home service mainly geared towards children with disabilities, chronically sick children and hearing impaired children;

5.3. Special Schools which are:

5.3.1. Special School, Wardija - for children with mild learning disability;

5.3.2. ESN, Msida - for children with mild learning disability;
5.3.3. Guardian Angel School, Hamrun - for children with severe learning disability and a number of children with mild learning disability;
5.3.4. San Miguel School, St.Andrews - for children with severe learning and physical disabilities;
5.3.5. Hearing Impaired Unit, Pietà - for children with a hearing impairment;
5.3.6. Mater Dei School, Msida - for boys with an emotional disability;
5.3.7. The Qrendi Centre for the visually impaired and children both with visual and hearing impairments.

5.4. Support services in regular schools which consist of either:

5.4.1. Peripatetic teachers mainly for students who are deaf or blind;
5.4.2. Kindergarten assistants to assist regular teachers who have a child with disability in their class.

5.5. Remedial services in the third year of the Primary schools for children with minimal literacy skills in the basic academic subjects.

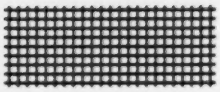
5.6. St.Luke's Hospital Educational service which is an educational service to children who are hospitalized for a relatively long period of time which includes students with disabilities.

5.7. In Gozo there are:

5.7.1. Peripatetic service to the mainstreamed children with a hearing impairment;
5.7.2. A small centre at Sannat Primary school for children with physical and / or learning disabilities.

6. Statistically, the situation of the Special Education Sector in Malta can be represented through a series of charts shown annexed to this document. These charts represent the state of affairs some months ago. However, no significant changes have been registered.

B. WORLD PROGRAM OF ACTION CONCERNING DISABLED PERSONS



In the third chapter of this world program entitled "Proposals for the Implementation of the World Program of Action concerning Disabled Persons", the fourth section is dedicated to Equalization of Opportunities. Part "d" of the program is on Education and Training with the following paragraphs (numbers indicate sections of program):

120. Member States should adopt policies which recognize the rights of disabled persons to equal educational opportunities with others. The education of disabled persons should as far as possible take place in the general school system. Responsibility for their education should be placed upon the educational authorities, and laws regarding compulsory education should include children with all ranges of disabilities, including the most severely disabled.

121. Member States should allow for increased flexibility in the application to disabled persons of any regulation concerning admission age, promotion from class to class and, when appropriate, in examination procedures.

122. Basic criteria are to be met when developing educational services for disabled children and adults. These services should be:

a. Individualized, i.e. based on the assessed needs mutually agreed upon by authorities, administrators, parents and disabled students and leading to clearly stated curriculum goals and short-term objectives which are regularly reviewed and where necessary revised;

b. Locally accessible, i.e. within reasonable travelling distance of the pupil's home or residence except in special circumstances;

c. Comprehensive, i.e. serving all persons with special needs irrespective of age of degree of disability, and such that no child of school age is excluded from educational provision on grounds of severity of disability or receives educational services significantly inferior to those enjoyed by any students;

d. Offering a range of choice commensurate with the range of special needs in any given community.

123. Integration of disabled children into the general educational system required planning by all parties concerned.

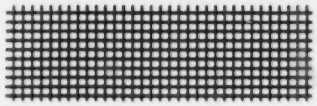
124. If, for some reasons, the facilities of the general school system are inadequate for some disabled children, schooling for these children should then be provided for an appropriate period of time in special facilities. The quality of this special schooling should be equal to that of the general school system and closely linked to it.

125. The involvement of parents at all levels of the educational process is vital. Parents should be given the necessary support to provide as normal a family environment for disabled children as is possible. Personnel should be trained to work with the parents of disabled children.

126. Member States should provide for the participation of disabled persons in adult education programs, with special attention to rural areas.

127. If the facilities of regular adult education courses are inadequate to meet the needs of some disabled persons, special courses or training centres may be needed until the regular programs have been modified. Member States should grant disabled persons possibilities for education at university level.

C. OUR POLICIES FOR ALL EDUCATIONAL PROVISIONS



1. The right for education for all children irrespective of the degree of their disability has to be upheld by all and in our Country it is provided by law. It should be the responsibility of the Ministry of Education to realize this right.

2. Children without disability have a right for an opportunity to be educated with children with disabilities.

3. Every child with a disability shall have the right for education in the least restrictive environment which can be defined as follows:

"that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

4. Every child requiring special education shall be fully assessed by a multi-disciplinary team including the parents and where appropriate the student himself / herself. An individualized educational program with clearly stated curriculum goals and short-term objectives including detailed provisions to be provided has to be drawn up by this multi-disciplinary team. This program has to be reviewed at least every year or when any member of the team deems necessary.

5. The Education authorities have to provide a whole range of services to meet the range of special needs in our community. Hence it has to provide support services to regular schools, special classes in regular schools, units attached to regular schools and when indicated in the application of the "least restrictive environment" principle, special schools. As a first measure, a comprehensive and graduated plan should be drawn up to start organizing special provisions in regular schools to start educating children who at present are attending special schools.

6. Teachers working in the regular school system have to be offered training and facilities in order to help integrate children with disabilities within regular schools. The Faculty of Education of the University of Malta shall offer the necessary training in this regard in its curriculum.

7. All systems within special education shall offer a quality education equal to that of the general school system and closely linked to it. These systems shall have the necessary tools to do so both in terms of specialized personnel and equipment.

8. There shall be a Resource Centre for all persons involved in special education. The expertise of professionals working within the special educational sector has to be utilized to the maximum.

9. The involvement of the parents is vital and has to be encouraged and ongoing. Hence they have to be offered support on diagnosis, helped to understand what would be going on, and eventually to contribute in the discussions held and to implement and monitor the individualized educational program drawn.

10. Personnel involved in the multi-disciplinary team have to be trained to work as a team, share information and believe in the above stated philosophy.

11. The Education Authorities, including University authorities shall continue to allow increased flexibility in the application of any regulation in order to meet the special needs of students with disabilities.

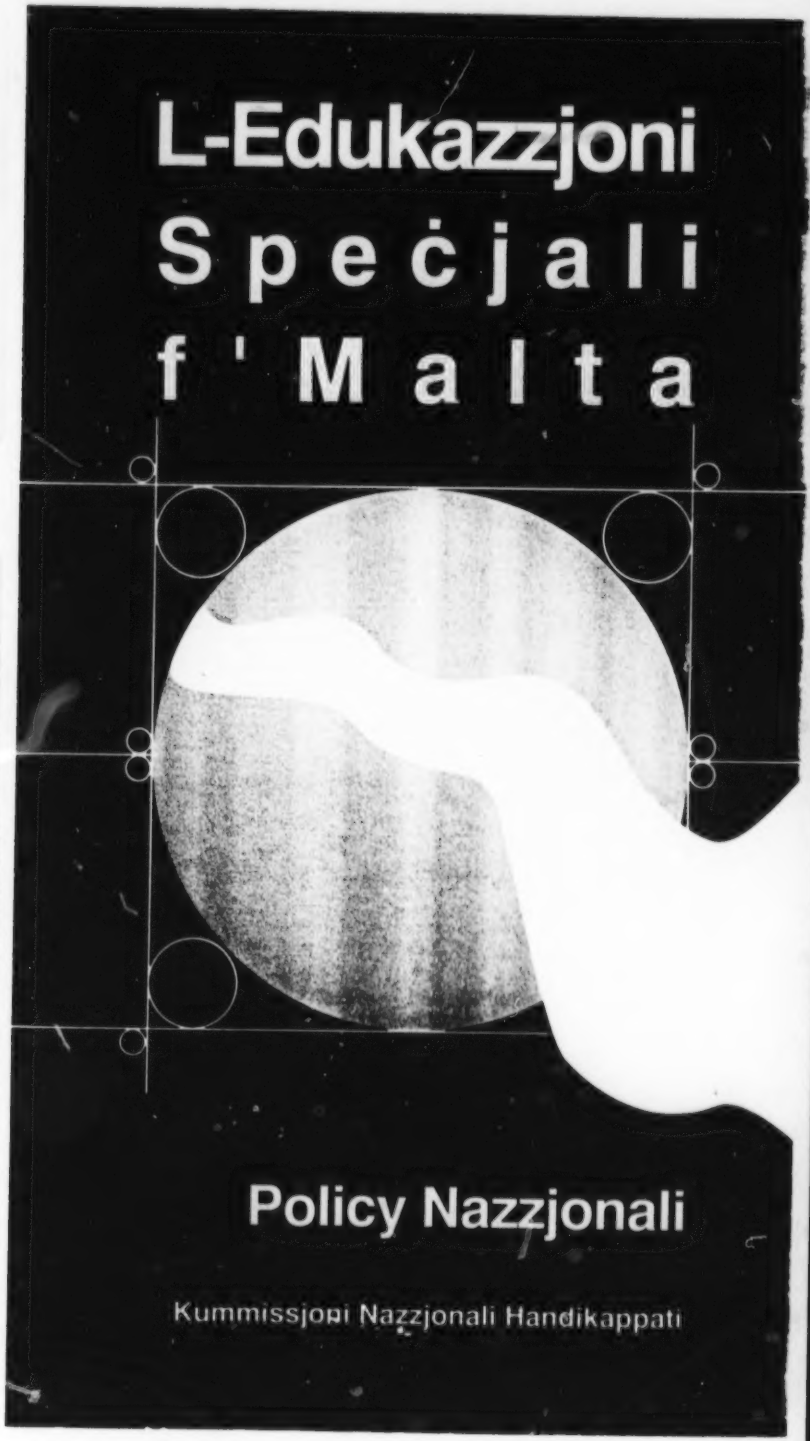
12. Students with disabilities should be encouraged to continue their education even at tertiary level and for this reason have to be given all the necessary facilities to do so.

13. The vocational education of children with disabilities, which should lead them to the world of employment, shall be an integral part of his or her general education and has to be undertaken in liaison with all concerned, including professionals from outside the educational field.

14. Adult Education provisions have to cater also for the special needs of persons with disabilities.

15. It is imperative that all educational facilities be physically accessible to be able to implement these policies.

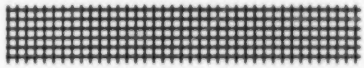
16. It is imperative that Government provides all the necessary funds to the Ministry of Education to implement these policies.



BEST COPY AVAILABLE

L-EDUKAZZJONI TA' PERSUNI B'DISABILITÀ

A. IL-QAGĦDA BĦALISSA



1. Il-Liġi tal-Edukazzjoni (Att XXIV tal-1988) tat id-dritt ta' kull ċittadin Malti bla distinzjoni ta' età, sess, twemmin jew mezzi għall-edukazzjoni u tagħlim.

2. Il-ġenituri ta' tfal minuri jew li ma jistgħux jiddiċiedu għalihom infushom, għandhom id-dritt li jagħżlu t-tip ta' edukazzjoni li tingħata lil uliedhom.

3. Il-Gvern imbagħad huwa marbut li jipprovdi biex f'pajjiżna ikun hawn skejjel u istituzzjonijiet miftuħa għall-Maltin kollha u li jipprovdu għall-iżvilupp tal-persuna inklusa l-ħila ta' kull persuna għax-xogħol.

4. Meta xi persuna ikollha bżonnijiet edukattivi speċjali, l-għażla ta' kif tieħu l-edukazzjoni tkun tmiss lill-ġenituri, iżda l-Istat għandu d-dmir li jipprovdi skejjel speċjali għal dan l-iżvilupp.

5. Fid-Dipartiment ta' l-Edukazzjoni teżisti Taqsima ta' l-Edukazzjoni Speċjali li bħalissa qed tipprovdi dawn is-servizzi li ġejjin:

5.1. Servizz ta' pariri dwar il-provvedimenti speċjali li jeżistu għat-tfal li għandhom xi disabilità;

5.2. Servizz fid-dar – dan is-servizz qiegħed speċjalment għat-tfal li għandhom xi disabilità, tfal li huma l-ħin kollu morda u tfal neqsin mis-smigħ;

5.3. Servizz ta' Skejjel Speċjali - dawn huma:

5.3.1. L-Iskola Speċjali tal-Wardija, għat-tfal li għandhom disabilità ħafifa fil-kapaċità li jitgħallmu;

5.3.2. ESN, l-Imsida, għat-tfal li għandhom disabilità fil-kapaċità li jitgħallmu;

5.3.3. L-Iskola Guardian Angel, il-Hamrun, għat-tfal li għandhom disabilità mentali qawwija fil-kapaċità li jitgħallmu u għal numru żgħir ta' tfal li għandhom disabilità ħafifa f'din il-kapaċità li jitgħallmu;

5.3.4. L-Iskola San Miguel, St.Andrews, għat-tfal li għandhom disabilità qawwija ħafna fil-kapaċità li jitgħallmu u li għandhom ukoll disabilitajiet fiżiċi serji;

5.3.5. It-Taqsima Għal Tfal Neqsin mis-Smigħ, il-Pietà, għat-tfal li huma neqsin mis-smigħ u għat-tfal li huma torox;

5.3.6. L-Iskola Mater Dei, l-Imsida, għas-subien b'disabilità (diffikultajiet) emozzjonali;

5.3.7. It-Taqsima Għal Dawk Neqsin mill-vista u għal tfal li għandhom nuqqas ta' smigħ u vista flimkien - Qrendi.

5.4. Servizz ta' għajnuna fi skejjel normali. Dan jinvolvi:

5.4.1. Għalliema peripatetiċi li huma intenzjonati l-iżjed għat-tfal neqsin mis-smigħ jew neqsin mill-vista;

5.4.2. Assistenti tal-Kindergarten li jgħinu lill-għalliema regolari li fil-klassi tagħhom ikollhom tfal b'xi disabilità.

5.5. Servizz li joffri remedju fit-tielet sena ta' l-iskola Primarja għal tfal li fis-suġġetti bażiċi akkademiċi bilkemm jafu jiktbu u jaqraw.

5.6. Is-servizz edukattiv fl-Isptar San Luqa. Dan huwa servizz edukattiv għat-tfal li jdumu l-isptar għal żmien relattivament twil u fost dawn it-tfal ikun hemm ukoll studenti li għandhom xi disabilità.

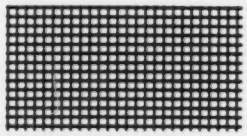
5.7. Għawdex hemm dawn is-servizzi:

5.7.1. Servizz ta' għalliema peripatetiċi għal tfal li jkunu fil-klassijiet regolari imma jkunu neqsin mis-smigħ;

5.7.2. Ċentru żgħir fl-iskola primarja tas-Sannat għal dawk it-tfal li għandhom xi disabilità fiżika u/jew xi disabilità fil-kapaċità li jitgħallmu.

6. Statistikament, is-sitwazzjoni fil-Qasam ta' l-Edukazzjoni Speċjali f'Malta nistgħu nirrapreżentawha permezz ta' tabelli li jidhru fil-paġni tan-nofs.

B. IL-PROGRAMM DINJI GĦALL-AZZJONI DWAR IL-PERSUNI B'DISABILITÀ



Fit-tielet kapitlu tal-programm "Xi proposti għall-Implimentazzjoni tal-Programm Dinji għall-azzjoni dwar il-persuni b'disabilità", insibu r-raba' taqsima li hija ddedikata għall-isforz biex isseħħ l-ugwaljanza fl-opportunitajiet. Il-parti (d) tittratta l-edukazzjoni u t-taħriġ u fiha dawn il-paragrafi li ġejjin:

120. L-Istati li huma membri għandhom jaddottaw dik il-politika li tagħraf id-dritt li għandhom il-persuni b'disabilità għal opportunitajiet daqs l-oħrajn fl-edukazzjoni. Il-persuni b'disabilità għandhom ikunu edukati kemm jista' jkun fl-ambitu tas-sistema ġenerali ta' l-iskejjel. Ir-responsabbiltà għall-edukazzjoni tagħhom għandha taqa' fuq l-awtoritajiet ta' l-edukazzjoni, u l-liġijiet dwar l-edukazzjoni obbligatorja għandhom jinkludu t-tfal b'kull tip ta' disabilità, inklużi dawk li għandhom disabilità qawwija.

121. L-Istati li huma membri għandhom jippermettu iżjed flessibbiltà meta lill-persuni b'disabilità japplikawlhom xi regolamenti dwar l-età tad-dħul, dwar il-promozzjoni minn klassi għal oħra, u fejn dan jista' jsir, fil-proċeduri ta' l-eżamijiet.

122. Għandhom jintlaħqu ċerti kriterji bażiċi meta jiġu żviluppati s-servizzi edukattivi għat-tfal u l-adulti b'disabilità. Dawn is-servizzi għandhom ikunu:

a) Individwalizzati, jiġifieri għandhom ikunu bbażati fuq ħtiġijiet stabbiliti u li dwarhom ikunu ta' l-istess fehma l-awtoritajiet, l-amministraturi, il-ġenituri u l-istudenti b'disabilità; għandhom iwasslu għal għanijiet fil-kurikulum imfissra b'mod ċar u għal objettivi għall-futur qarib li jiġu eżaminati regolarment, u fejn jinħtieġ, mibdula ukoll;

b) Aċċessibbli lokalment, jiġifieri ħlief f'ċirkostanzi speċjali m'għandhomx ikunu tant 'l bogħod mid-dar jew mir-residenza ta' l-istudent li ma jistgħux jintleħqu b'mezz raġonevoli ta' vvjaġġar.

c) Komprensivi, jiġifieri għandhom jaqdu l-persuni kollha bi ħtiġijiet speċjali, indipendentement mill-età u mis-severità tad-disabilità, b'tali mod li l-ebda tifel jew tifla fl-età li fiha suppost jattendu l-iskola ma jkunu mċaħħda mill-edukazzjoni, bl-iskuża tad-disabiltajiet severi li jista' jkollhom; dawn it-tfal lanqas m'għandhom ikollhom servizz edukattiv ta' kwalità inferjuri għal dak li jkollu kwalunkwe student ieħor.

d) Dawn is-servizzi għandhom joffru firxa ta' għażliet kbira daqs il-firxa tal-ħtiġijiet speċjali fil-komunità.

123. Biex it-tfal b'disabilità jiġu integrati fis-sistema ġenerali edukattiva, jeħtieġ li l-partijiet kollha konċernati, jagħtu sehemhom fl-ippjanar meħtieġ.

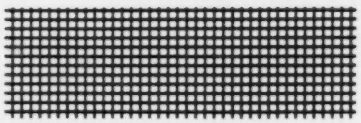
124. Jekk għal xi raġuni, il-faċilitajiet fis-sistema ġenerali ta' l-iskejjel mhux biżżejjed għal xi tfal b'disabilità, allura dawn it-tfal għandhom jiġu edukati permezz ta' faċilitajiet speċjali għat-tul ta' żmien li jkun hemm bżonn. Il-kwalità ta' din l-iskola speċjali għandha tkun daqs dik tas-sistema ġenerali ta' l-iskejjel u għandha tkun integrata magħha.

125. Huwa importanti ħafna li l-ġenituri jinvolvu ruħhom fil-livelli kollha tal-proċess edukattiv. Għandha tingħata l-għajnuna neċessarja lill-ġenituri biex lit-tfal b'disabilità jiġi pprovdut lilhom ambjent familjari kemm jista' jkun. Għandu jkun hemm nies imħarrġa biex jaħdmu mal-ġenituri tat-tfal b'disabilità.

126. L-Istati li huma membri għandhom jipprovdu l-opportunità biex il-persuni b'disabilità jieħdu sehem fil-programmi edukattivi għall-adulti, speċjalment fil-każ ta' lokalitajiet rurali.

127. Jekk il-faċilitajiet li jkollhom il-korsijiet regolari għall-edukazzjoni ta' l-adulti ma jaqdux tajjeb il-ħtiġijiet ta' xi persuni b'disabilità, allura jkun hemm bżonn xi korsijiet speċjali jew xi ċentri għat-taħriġ sakemm il-korsijiet regolari jiġu addattati b'mod adegwat. L-Istati li huma membri għandhom joffru l-possibbiltà lill-persuni b'disabilità biex jieħdu wkoll edukazzjoni universitarja.

C. IL-POLITIKA TAGĦNA GĦALL-PROVVEDIMENTI KOLLHA EDUKATTIVI



1. Id-dritt li għandhom it-tfal kollha għall-edukazzjoni minkejja l-grad tad-disabilità, għandna niddefenduh ilkoll, u f'pajjiżna provdut bil-liġi. Għandha tkun ir-responsabbiltà speċjali tal-Ministru ta' l-Edukazzjoni li dan jiġi realizzat.

2. It-tfal li m'għandhom l-ebda disabilità għandhom jingħataw l-opportunità li jkunu edukati flimkien ma' tfal b'disabilità.

3. Kull tifel b'disabilità għandu jkollu dritt għal edukazzjoni f'ambjent mill-inqas ristrett u li nistgħu niddefinuh kif ġej:
"sa fejn hu propju possibbli, it-tfal b'disabilità għandhom ikunu edukati flimkien ma' tfal li m'għandhomx disabilità. Il-klassijiet speċjali, l-iskejjel separati jew xi forma oħra ta' segregazzjoni li biha t-tfal b'disabilità jitneħħew mill-ambjent regolari edukattiv, isir użu minnhom biss, meta t-tip ta' disabilità jew is-severità tagħha tkun tali li l-edukazzjoni ma tkunx tista' sseħħ b'mod sodisfaċenti fi klassi regolari flimkien ma' l-użu ta' għajnuniet u servizzi oħra supplimentari".

4. Għandu jkun hemm grupp ta' persuni speċjalizzati f'oqsma differenti biex iqis tifel jew tifla għandux / hiex bżonn ta' edukazzjoni speċjali. Dan il-grupp għandu jinkludi lill-ġenituri, u fejn hu possibbli lill-istudent / a ukoll. Barra minn hekk dan il-grupp għandu jfassal ukoll programm edukattiv individwalizzat li jesprimi b'mod ċar l-għanijiet tal-kurikulum, u l-objettivi għall-futur qarib li jinkludu l-provvedimenti ddettaljati li għandhom jingħataw. Dan il-programm għandu jiġi revedut mill-inqas darba fis-sena jew kull meta xi membru tal-grupp jemmen li jkun hemm bżonn.

5. L-awtoritajiet ta' l-Edukazzjoni għandhom jipprovdu servizzi adegwati għall-firxa sħiħa ta' ħtiġijiet speċjali fil-komunità tagħna. Għalhekk, lill-iskejjel regolari għandhom jipprovdulhom servizzi ta' għajnuna, klassijiet speċjali u gruppi ta' nies imħarrġa integrati magħhom. U meta fl-applikazzjoni tal-prinċipju ta' "l-ambjent l-inqas ristrett" dan ikun indikat, għandhom jipprovdu wkoll skejjel speċjali. Għandu jitfassal pjan komprensiv bħala l-ewwel pass u ggradat biex fl-iskejjel regolari jiġu organizzati provvedimenti speċjali għall-edukazzjoni ta' dawk it-tfal li bħalissa qed imorru fl-iskejjel speċjali.

6. L-għalliema li qed jaħdmu fis-sistema ta' l-iskola normali għandhom ukoll jiġu mħarrġa bil-mod kif integraw it-tfal b'disabilità. Il-Fakultà ta' l-Edukazzjoni fl-Università ta' Malta fil-kurikulum tagħha għandha toffri t-taħriġ meħtieġ f'dan il-qasam.

7. Is-sistemi kollha fl-edukazzjoni speċjali għandhom joffru edukazzjoni mhux biss li l-kwalità tagħha tkun ugwali għal dik li hemm fis-sistema ġenerali ta' l-iskola, imma li tkun infilsata wkoll sewwa magħha. Dawn is-sistemi għandu jkollhom l-għodod meħtieġa biex jagħmlu hekk, kemm f'dawk li huma nies speċjalizzati kif ukoll f'dak li hu tagħmir.

8. Għandu jkun hemm Ċentru ta' Riżorsi għal dawk il-persuni kollha involuti fl-edukazzjoni speċjali. L-ispeċjalizzazjoni tal-professjonisti li qed jaħdmu fil-qasam ta' l-edukazzjoni speċjali għandha tiġi utilizzata bl-aktar mod sħiħ.

9. Huwa importanti ħafna li l-ġenituri jinvolvu ruħhom. Għandna ninkoraġġuhom biex jagħmlu hekk mingħajr ma jaqtgħu qalbhom. Għalhekk meta ssir id-dijanjosi għandna noffrulhom l-appoġġ u ngħinuhom biex jifhmu x'qed jiġri. Eventwalment għandna ngħinuhom biex jagħtu l-kontribut tagħhom fid-diskussjonijiet li jsiru, biex iwettqu l-programm edukattiv individwalizzat li jkun tfassal u biex jaraw li qed isir kif suppost.

10. Dawk li jkunu involuti fil-grupp ta' nies bi speċjalizzazjonijiet differenti għandhom ikunu mħarrġa biex jaħdmu flimkien bħala grupp, biex jaqsmu bejniethom l-informazzjoni li jkollhom u biex jaslu biex jaċċettaw dawn il-fehmiet li fissirna.

11. L-Awtoritajiet ta' l-Edukazzjoni, kif ukoll l-Awtoritajiet ta' l-Università, għandhom ikomplu jużaw iżjed flessibbiltà fl-applikazzjoni ta' kwalunkwe regolament biex b'hekk jaħsbu għall-ħtiġijiet speċjali ta' l-istudenti b'disabilità.

12. L-istudenti b'disabilità għandna ninkoraġġuhom biex l-edukazzjoni tagħhom ikompluha anki sal-livell terzjarju u għal dan il-għan għandhom jingħataw kull faċilità biex jagħmlu hekk.

13. L-edukazzjoni vokazzjonali tat-tfal b'disabilità li twassalhom għad-dinja tax-xogħol, għandha tkun parti integrali mill-edukazzjoni ġenerali tagħhom u għandha sseħħ bi ftehim ma' kull min hu kkonċernat, inklużi nies professjonali minn barra l-qasam ta' l-edukazzjoni.

14. Il-provvedimenti għall-edukazzjoni ta' l-adulti għandhom jinkludu wkoll arranġamenti għall-ħtiġijiet speċjali tal-persuni b'disabilità.

15. Biex din il-politika kollha tiġi implimentata, huwa essenzjali li l-faċilitajiet edukattivi kollha għandhom ikunu fiżikament aċċessibbli għall-persuni b'disabilità.

16. Biex din il-politika kollha tiġi mplimentata, hija ukoll essenzjali li l-Gvern jipprovdi fondi biżżejjed lill-Ministeru ta' l-Edukazzjoni.

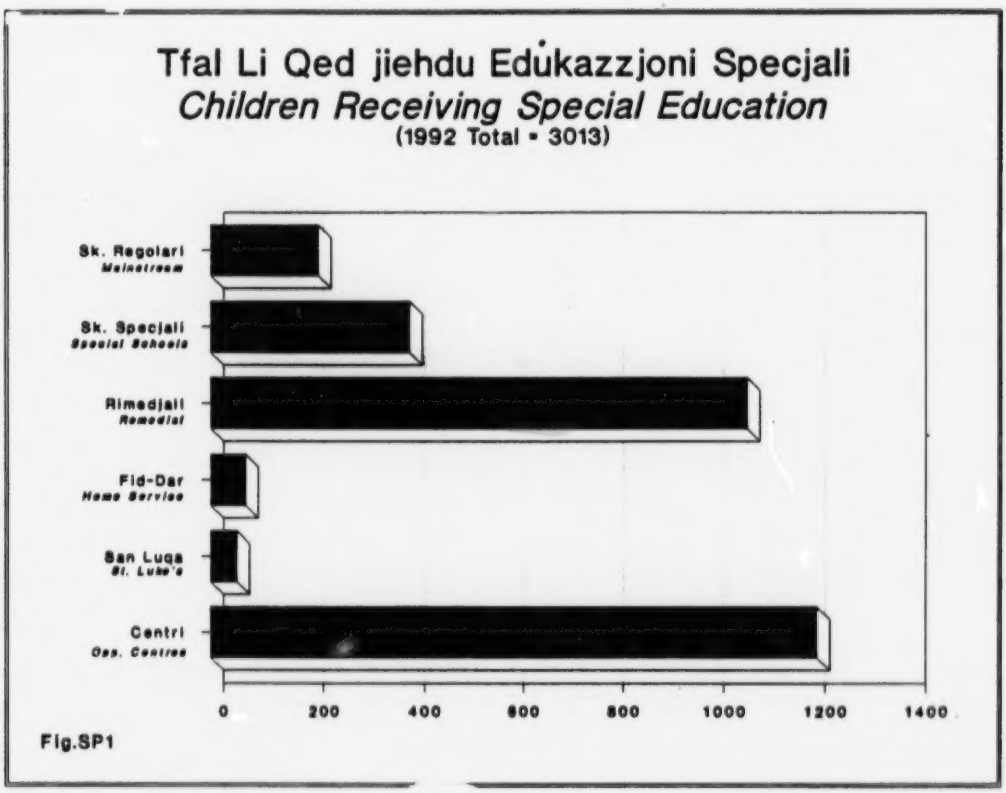

Tfal Li Qed jiehdu Edukazzjoni Specjali
Children Receiving Special Education
(1992 Total = 3013)
Sk. Regolari
Mainstream
Sk. Specjali
Special Schools
Rimedjali
Remedial
Fid-Dar
Home Service
San Luqa
St. Luke's
Centri
Ops. Centres
0
200
400
600
800
1000
1200
1400

Fig.SP1

Studenti F'Klassijiet Regolari
Mainstreamed Students
(1992 Total : 215)

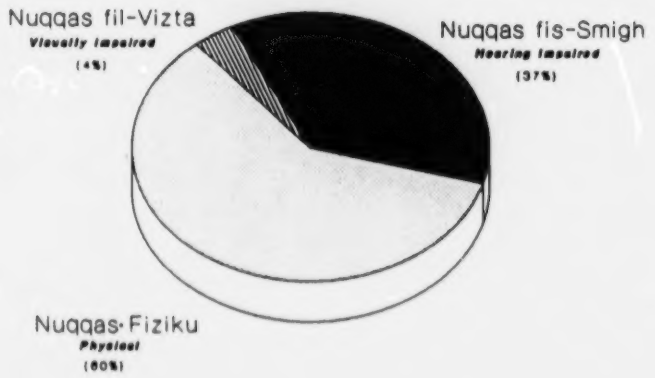


Fig.SP2

Studenti Fl-Iskejjel Specjali
Student Population in Special Schools
(Total 1992)

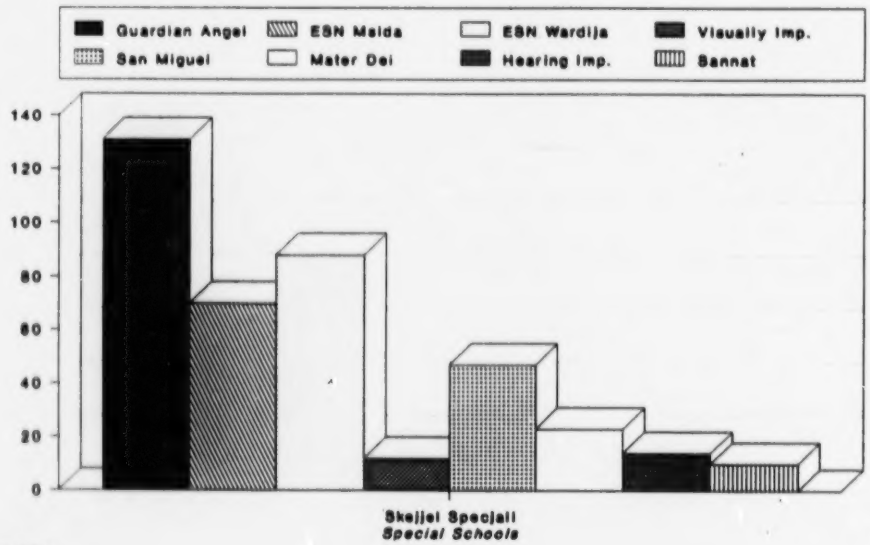


Fig.SP3

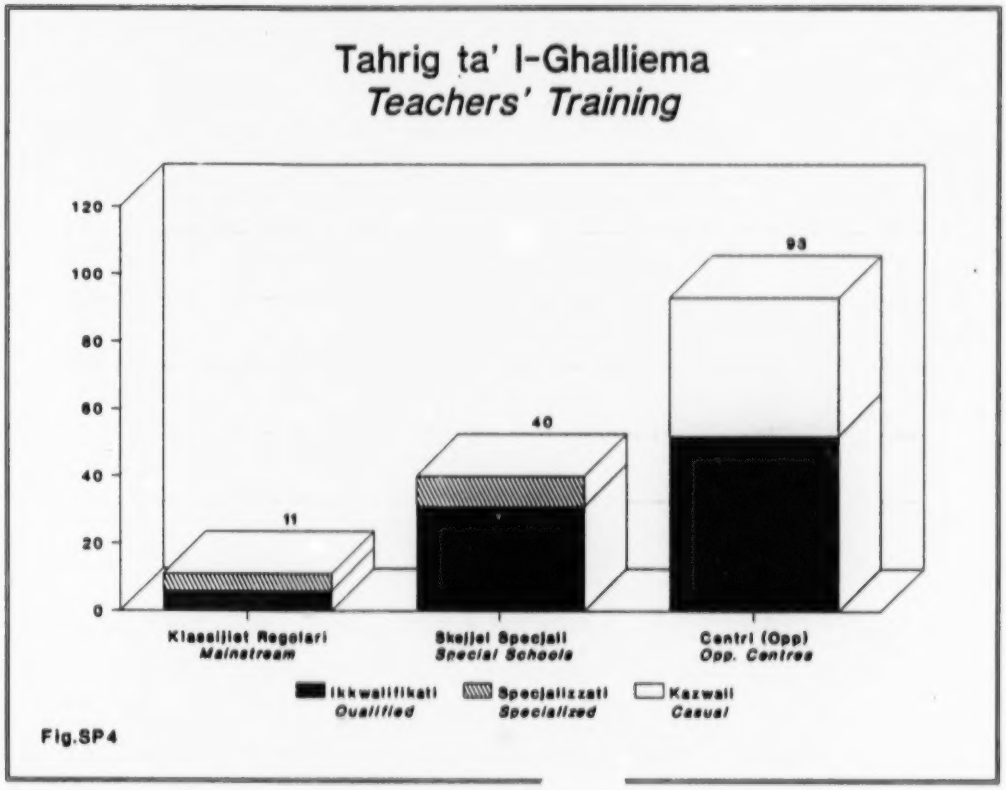

Tahrig ta' l-Ghalliema
Teachers' Training
120
100
80
60
40
20
0
11
40
93
Klassijiet Regolari
Mainstream
Skejjel Specjali
Special Schools
Centri (Opp)
Opp. Centres
Ikkwalifikati
Qualified
Specjalizzati
Specialized
Kazwali
Casual

Fig.SP4

L-Infiq Extra Ghall-Edukazzjoni Specjali
Extra Expenditure for Special Education

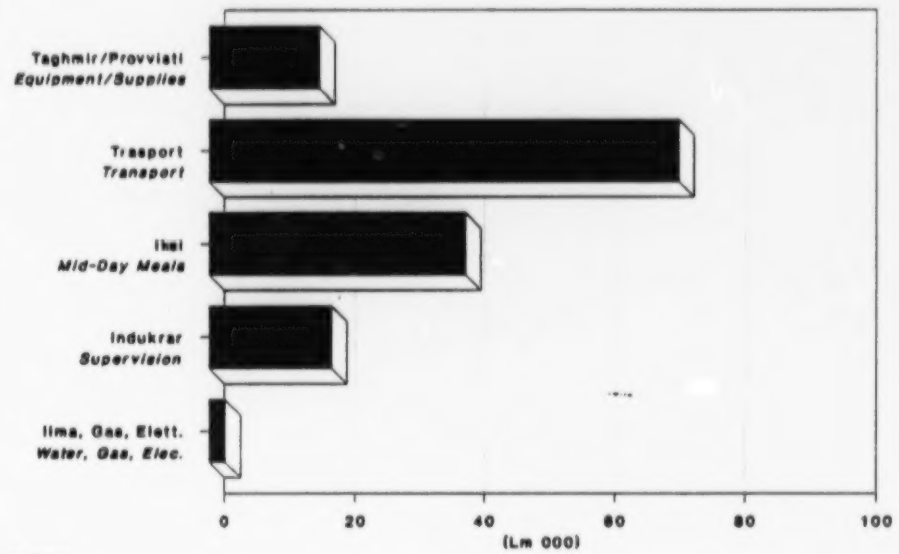


Fig.SP5

Ghalliema/Instructors/Ass.Kindergarten
Fil-Qasam Edukattiv
Teachers/Instructors/Kindergarten Ass. in Educational Services

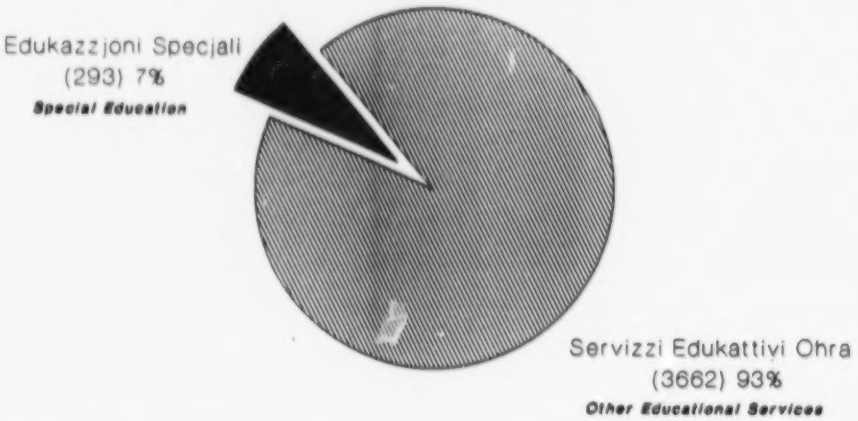


Fig.SP6

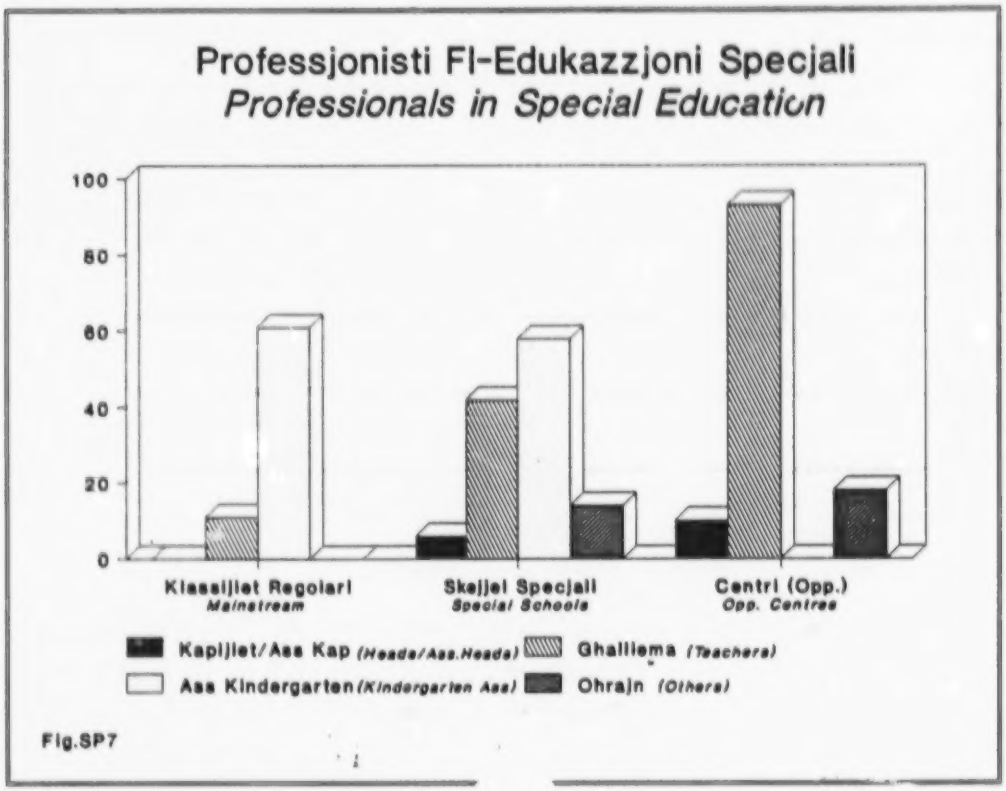

Professjonisti Fl-Edukazzjoni Specjali
Professionals in Special Education
100
80
60
40
20
0
Klassijiet Regolari
Mainstream
Skejjel Specjali
Special Schools
Centri (Opp.)
Opp. Centres
Kapijiet/Ass Kap (Heads/Ass.Heads)
Ghalliema (Teachers)
Ass Kindergarten (Kindergarten Ass)
Ohrajn (Others)

Fig.SP7

Professjonisti fl-Edukazzjoni Specjali
Professionals in Special Education

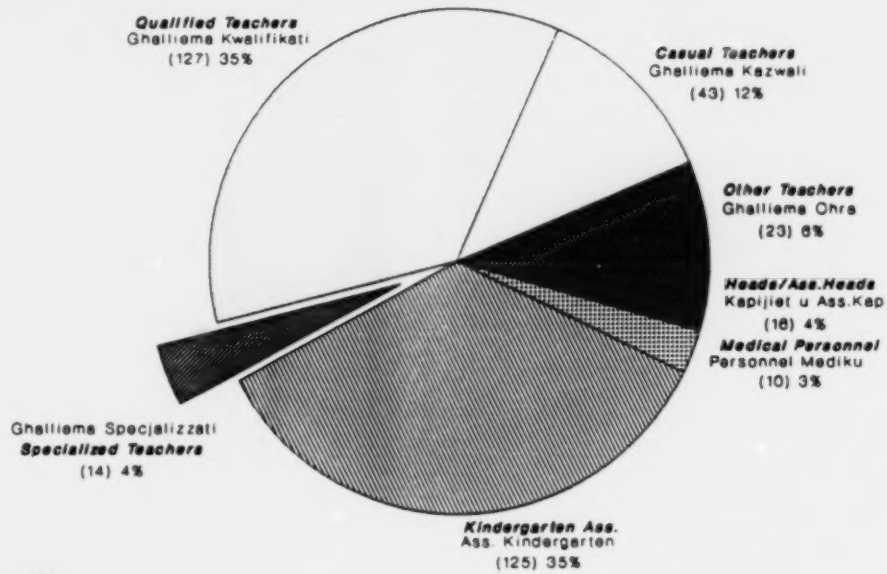


Fig.SP8